Year R

End Points for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Texts:	**Giraffes Can't Dance**	**The Three Little Pigs**	**The Gruffalo**	**Jack and the Beanstalk**	**The Marvellous Moon Map**	**The Rainbow Fish**
Decode / word-reading: phonics tricky words alphabet use of dictionary	LW Phase 2 graphemes Children read books closely matched to their developing phonic knowledge (every term) Read tricky words YR 1-3	LW Phase 2 graphemes All phase 2 GPCs are automatic. Read tricky words YR 1-18	LW Phase 3 graphemes Children begin to identify digraphs and trigraphs, using dots and dashes. Read tricky words YR 1-27	LW Phase 3 graphemes All phase 2/3 GPCs are automatic. Children confidently identify digraphs and trigraphs within words. Children begin to blend in their head. Read tricky words YR Review all taught so far	LW Phase 4 Children begin to use the chunking method for multi-syllable words Children blend in their head to read words more fluently. Read all tricky words YR (gap filling) 1-45	LW phase 4 Automatic decoding is becoming embedded. Children are able to read words ending in ing. Children identify the digraphs and trigraphs without support. Review all taught so far
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Locate and discuss favourite words and phrases E.g. giraffe, neck, legs, knees, hooves, tall, long, slim, bandy, nervous, clumsy, sad Children begin to use visual literacy to find information from a picture E.g. What animal is Gerald?	Children identify main setting, characters and what is happening in the story Children can order 4 pictures from a story Children join in with repeated words and phrases they have learned E.g. I'll huff and puff and blow your house down.	Children find and read aloud words and phrases they have learned E.g. A gruffalo? Why, didn't you know? Children begin to describe a character and justify their opinion	Children use visual literacy to retrieve information from a story (Who, Where, What and When questions) E.g. Where is Jack going? Children can sequence captions from the story	Children can orally retell how the story started, the main happening, and how it ended Children can use some new vocabulary and some exact words from the text in their speech	Children confidently describe a character and justify their opinion Children can show understanding by retelling the story using their own words and new vocabulary

Year R

End Points for Reading

Inferential understanding: prediction sequencing events summary nuanced vocabulary	Children begin to comment and engage in conversation about the text. E.g. Why did Gerald think he was bad at dancing? Why does Gerald feel sad that he can't dance?	Children confidently comment and engage in conversation about the text. E.g. Why did the second little pig build his house out of sticks? Why do you think that the wolf knocked on the door of the straw house? Why do you think the wolf is called the 'big, bad wolf'?	Children talk about what might happen next in a story E.g. What do you know already about superheroes?	Children talk about what might happen next, linking to their own experiences E.g. What do you know already about beanstalks/geese?	Children make simple predictions E.g. Will Mouse go to the moon? Children can answer questions about why or how things have happened.	Children anticipate key events in stories E.g. Do you think Rainbow Fish will share his scales?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Children show pleasure in stories being read to them Children begin to look at a book out of choice	Children enjoy sharing poems and rhymes together Children look at a book out of choice Children know how pictures relate to the story	Children begin to have favourite texts that they ask for repeatedly Children can pick a favourite character or story and begin to say why	Children have favourite texts that they ask for repeatedly Children can pick a favourite character or story and say why	Children begin to remember and use new words they have heard Children continue to pick a favourite character or story and say why	Children confidently remember and use new words they have heard Children continue to pick a favourite character or story and say why
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	Read 3 CEW words automatically by sight Begin to apply phonic knowledge and skills to decode words	Read 18 CEW words automatically by sight Apply phonic knowledge and skills to develop automatic decoding and fluency Recite familiar rhymes by heart Read unfamiliar words containing known graphemes by sounding them out in books matched closely to word reading knowledge	Read 27 CEW words automatically by sight Continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent Read unfamiliar words containing all common graphemes by sounding them out in books matched closely to word reading knowledge	Review and read 27 CEW words automatically by sight Check that text makes sense to them as they read and correct inaccurate reading Read unfamiliar words containing all common graphemes by sounding out	Read all 45 YR CEW automatically by sight Read most words quickly and accurately when they have been frequently encountered. Recite familiar rhymes/poems by heart Read unfamiliar words containing all common graphemes without undue hesitation	Read all 45 YR CEW automatically by sight Use expression appropriately to support the meaning of sentences, including those which use subordination. Automatic decoding is embedded and reading is fluent